

Reading Belief System Philosophy

Lakeisha Holliday

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Instructor: Sarah Carrasco

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As I was growing up I vaguely remember being taught to read. I remember being in kindergarten and my teacher getting upset with me for not being able to put the correct pieces together but for school that is far back as I can remember. For my home life I remember learning about sounds and nouns and new words from Sesame Street, Schoolhouse Rock, and Reading Rainbow. It was like I was getting pieces from each show. Sesame Street taught me the basics, and then Schoolhouse Rock taught me how to put sentences together, and Reading Rainbow taught me to read. I know its weird but no adult ever read to me that I can remember, at least not until I started school. I don't ever remember anyone reading to me except my teachers. Weird as it may seem I only remember Kindergarten, then third, and then 5th grade and up. I remember being forced to read to my infant little brother and I felt so weird and I knew that I could read in my head but once I opened my mouth it was choppy and sounded horrible. Internally I was embarrassed but I said nothing. I was in the 8th grade, and I didn't read out loud in public again until my 11th year. I had to overcome this by practicing reading out loud to myself and I'm just realizing that what I have a lot of my students doing. To read out loud to them selves, and hear if what they are saying makes sense. So we practice whisper and silent reading. I wanted one strategy to lead to the other. Once they become more confident in their reading they can go onto silent reading. Hopefully after using the strategy for a standard period of time it will become second nature to the child while reading. Now when I was in school I don't recall anything but math lessons up until I got to high school. I vaguely remember any of the lessons, but I remember having to write a paper. You didn't ask questions in class because if you did you were considered stupid.

So even though I knew I needed help I wouldn't dare asked my teacher. The shame factor was greater for me than making sure I understood my work. Therefore, I would have to say that no, I wasn't effectively taught and I was never pulled for small groups of any kind. I truly believe that this is one of the reasons why I try my best to be better to my students then some of my teachers were to me.

This has led me to the goal that I know that I pursue for each of my students and that is expanding their comprehension skills. I know this because I really take the time to make sure I talk about each aspect that I can get out of each article we read as a class. I truly do not know how to explain it but when I preview a text, I seem to always know which words I want to discuss with my students, Its like a little bell goes off saying whoa let's analyze this. I like to ask them about adverbs and prepositions along with learning proper sentence structure. From there we get into which ever standard we are covering for the particular week. I also believe that it's important to push new words to them daily too. This will help them to not make as many errors while reading. When they do, I wait for them to self-correct before I suggest assistance from another student or prompting. Now there are times when I do correct the child but usually when were running out of time, but I like for them to be able to hear themselves to see if what they are reading make sense. Then I may prompt with a question and this gives them the opportunity to self-correct again. I feel the child gets a better chance at success when I give them time to self-correct and then they will take more risks while reading instead of giving up. When it comes to strategies, I try to go with the classics of context clues and inferencing. The standards that I am not as good at, is main idea and theme. So to help the students with this I teach them the strategy Unwrap. The acronyms stand for underline the text, number

the paragraphs, walk through the questions, read the text, answer the questions and prove your answer. So while they are reading this is the first strategy that I expect for them to do. From there we have annotating and circling unknown words and underlining key details. Before we begin each unit we discuss the purpose or question we are trying to answer. We then cover vocabulary to see what words we will encounter within our lessons before reading through the questions. This information will give the student some idea of what the text is about and while their reading they will have ah ha moments as they then go to the proper question set. The first set we will do together as a class or as I model the skill I want them to learn. Then I set them free to practice the skill on their own with, so when testing comes along they are prepared. Those students that missed some of the skills are then revisited before moving on to another concept. At times, students really just need to practice the particular skill, so it's up to me to provide several opportunities to do that. All in all, I do it for the success of all of my students.